

THE
TURING
SCHOOL

Year 9 Options 2026



January 2026

Dear Students, Parents and Carers

Welcome to The Turing School Options Booklet, our key aim over the following weeks will be to give you the advice and guidance you need to make some very important choices about your future pathways. You now have the opportunity to select some of your subjects to study throughout Key Stage 4.

This is a very exciting and important time. It is vital that you take the time to consider the GCSE & vocational qualification options available carefully and have discussions with your teachers about each course on offer, particularly as some subjects are not offered at Key Stage 3.

English Language and English Literature, Mathematics, Statistics, Science, PSHE and Core PE all remain compulsory. In addition to the compulsory subjects, students are required to choose three subjects. These can either be GCSE or vocational qualifications which are of equal value.

At The Turing School we want to ensure that you are given the best opportunities to achieve your full potential in all your subjects. A key part of this process is to make sure you understand which subjects are suited to your future goals and aspirations. Enclosed in this booklet is information on all option subjects on offer. Please read through it and if you have any questions these can be discussed at the Options Evening on Thursday 29th January.

Students, Parents and Carers will be emailed instructions on **12th February 2026** on how to make their preferences for the courses you wish to follow at Key Stage 4. **It is important that this is submitted by no later than Friday 6th March 2026, this must be authorised by parents/carers.**

You must remember that when choosing options these are preferences only. Whilst we will do our very best to ensure you get the subjects of your choice unfortunately we cannot guarantee that everyone will be given their first choices. It is therefore vitally important that the reserve option box is also completed on the options form.

Once all of the option choices have been submitted, we will process as soon as possible. A letter for students and parents detailing the courses they will be taking in September 2026 will be sent out by the 1st of May.

Please do read through the booklet with your child to support them in making an informed decision about this very important step in their academic career.

Should you have any questions please do not hesitate to contact the year team at tts-year9@swale.at



Which subjects do I have to study?



Compulsory subjects

All students will work for GCSEs in English Language, English Literature, Maths, Statistics and Sciences (usually Combined Science). Students can select to do Triple Science as an option choice. All students will also study practical Physical Education, PSHE and Religious Education. These subjects are not examined unless students opt for GCSE Religious Education as an option.

Option Subjects

All students alongside their compulsory subjects above will select three additional subjects to complete GCSE or equivalent qualifications in. Note, we offer an AMBITION pathway for students wanting to follow a more academic route post 16. To do so, we advise selecting two or more of the following subjects: History or Geography, Spanish and Triple Science.

Students will need to select one subject from option 1, two subjects from option 2/3 and one reserve from option 2/3:

<u>Option 1</u>	<u>Option 2 / 3</u>
GCSE Geography	GCSE Geography
GCSE History	GCSE History
GCSE Spanish	GCSE Spanish
GCSE Triple Science	GCSE Computer Science
GCSE Computer Science	GCSE Art
	GCSE Photography
	GCSE Dance
	GCSE Food Preparation and Nutrition
	GCSE Business
	GCSE Astronomy
	GCSE Media & Film Studies/Media Studies
	GCSE Religious Education
	GCSE Drama
	BTEC Music
	NCFE Health and Fitness (PE)
	Child Development (NCFE)
	GCSE Design and Technology
	GCSE Graphic Design
	GCSE Sociology
	GCSE Textile Design
	GCSE Triple Science

** Please note that students can only do one of the following subjects: Art & Design, Graphic Design, Textiles.*

What is the difference between the qualifications?

- **V Certs are vocational equivalents to GCSEs and count towards the Open Group of your Progress 8 measures.** Designed in collaboration with employers and practitioners, they empower your pupils with industry-relevant skills and knowledge appropriate to a range of growing sectors, giving them a taste of what it's like to complete real-world tasks and projects.
- **BTEC stands for the Business and Technology Education Council. BTECs are specialist work-related qualifications.** They combine practical learning with subject and theory content.

When do I have to make my choices?

The deadline for your options to be submitted is **Friday 27th February 2026**

Am I guaranteed to get my top preferences?

In many cases we will be able to give you most of the courses that you have put as first choice but this is not always possible, particularly if you have chosen a popular subject. Realistically you could be given any of your preferences so you must consider all choices wisely.

In very rare cases, we need to ask you to make further choices if your individual combinations of subjects do not fit the options blocks or if a course does not run.

Are there any restrictions on what I can choose?

Not all subjects are the same as they all have different demands on them such as types of assessment and learning styles. It is important to follow the steps mentioned below so that staff can guide you into the right courses, where you will be most successful and therefore much happier in your learning.

It is also recommended that you have a broad and balanced curriculum. If you are thinking of taking subjects that are very similar, staff will talk this through with you and help you consider the pros and cons of specialised choices. You might find that your choices are very popular ones and even though we will do our best to give you your most preferred options we are restricted by the number of classes that we can put on with the number of staff that we have. It is for that reason that your favourite subjects should always be your first choice.

When will I receive my final options?

Students will be invited to a meeting to discuss your options in more detail from the week beginning 2nd March where you will get the opportunity to discuss your choices. Letters will be sent out to all students by May 1st to confirm the courses you will be taking in September 2026.

Can I change my mind once I have been allocated my options?

No, unless there are extenuating circumstances. It is very difficult to change an option once you have made it. All classes are made by the combination of choices from all students. It is better to do as much research as possible, make a decision and then stick with it. If we do allow an option change, students must seek explicit permission from the Head of Year (HOY) and should have spoken to both the Head of Department (HOD) from their current choice and the choice they wish to move to. Students must also catch up on any missed work in their own time.

Where can I find further information to help me with my choices?

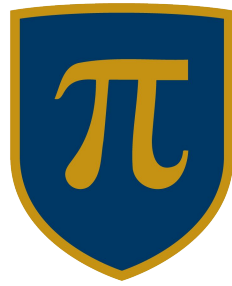
Ask your teachers about Post 16 and career choices to help you decide. There also will be lots of information provided to you in your PSHE lessons, you will have had two weeks of assemblies and at the options evening.

Choosing Options Dos & Don'ts



Do	Don't
Make sure you are well informed, especially about the new courses you have not studied before.	Just choose what your friends are doing, these are <u>your</u> choices not theirs.
Think about your likes and dislikes – these courses will be studied for the rest of your time at The Turing School.	Make choices based on teachers that you like – they may not teach you next Year.
Think about your future aspirations – don't close the doors by picking courses that are all very similar.	Choose what you ought to do rather than what you want to do – make sure you choose subjects that you will enjoy and be successful at.
Think about your chances of success. The better the grades, the greater opportunities post – 16.	Follow family traditions if they are not right for you. Choose a course because you want to and feel you will be successful at it.

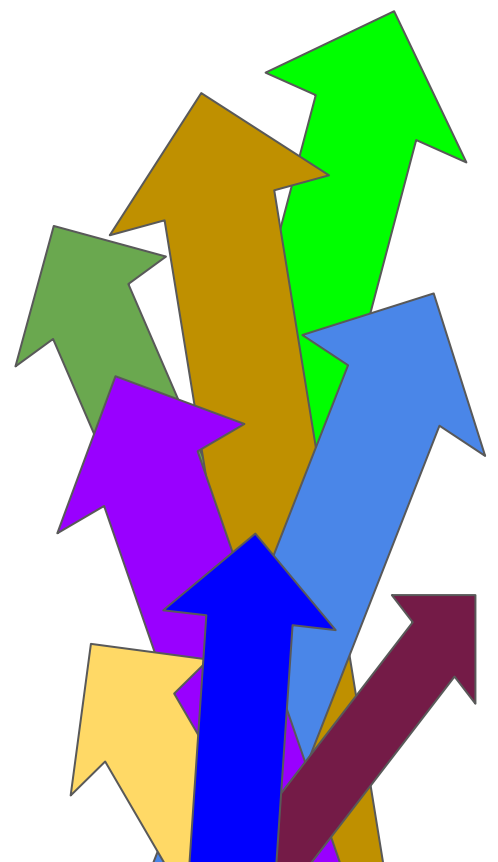
The next few pages give you information on all the subjects available. Good luck with your planning!



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Compulsory Subjects

**As well as these subjects, students should choose
either Geography or History as an option**



GCSE MATHEMATICS

Exam Board: OCR

Assessment information

Examination makes up 100% of final grade. There are three exams and all papers are equally weighted.

- Paper 1: Calculator • 1 hour 30 minutes • 100 marks
- Paper 2: Non-Calculator • 1 hour 30 minutes • 100 marks
- Paper 3: Calculator • 1 hour 30 minutes • 100 marks

Students will be entered into Foundation tier (Grades 5-1), or Higher tier (Grades 9-4). Decisions on the tier of entry for individual students will be made in Year 10. Although students will initially be set according to prior attainment. Movement between tiers will be possible depending on progress throughout the course.

Key Topics

Areas of study are split into the following categories,

- Number
- Algebra
- Geometry (& Measures)
- Ratio & Proportion
- Statistics
- Probability

Each area of study will be broken down into individual topics.

GCSE Mathematics is a compulsory subject for all students.

Students will build on their knowledge gained during KS3 and go on to master higher level topics, in many cases as an extension of this prior learning.

Progression routes

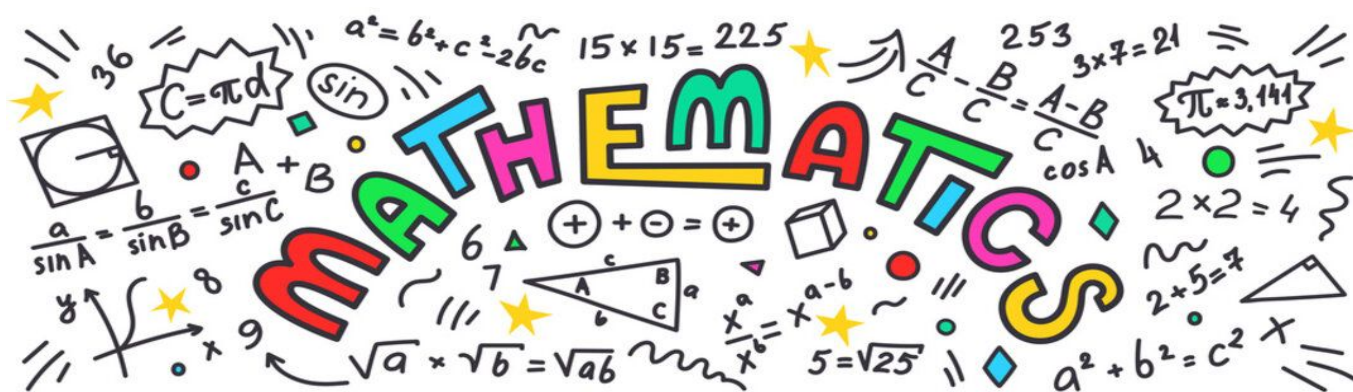
Progression from this award would be a level 3 in Engineering at college. Apprenticeships in Engineering, plumbing, electrical, carpentry and other vocational subjects. These further qualifications will lead to jobs within the Engineering sector but will also be useful for jobs in civil, chemical engineering, jobs in management within the manufacturing industry from pharmaceuticals to aeroplanes and developing new materials to work in these areas.

Web Link:

<https://www.ocr.org.uk/qualifications/gcse/mathematics-j560-from-2015/>

<https://www.ocr.org.uk/Images/261118-gcse-9-1-maths-parent-learner-guide.pdf>

For more information please contact the Acting Head of Department, Mrs T. Winthe at therese.winthe@swale.at



GCSE STATISTICS

Exam Board: Edexcel

Assessment Information

The Pearson Edexcel Level 2 GCSE (9–1) in Statistics consists of two externally-examined papers. Students must complete all assessment in May/June in any single year, and students can only be entered for either Foundation tier or Higher tier

Paper 1

Written examination: 1 hour and 30 minutes

50% of the qualification 80 marks

Content overview - 1. The collection of data 2. Processing, representing and analysing data 3. Probability

Paper 2 the same assessment and content overview as paper 1

Assessment overview

Students must answer all questions

The papers assess all content

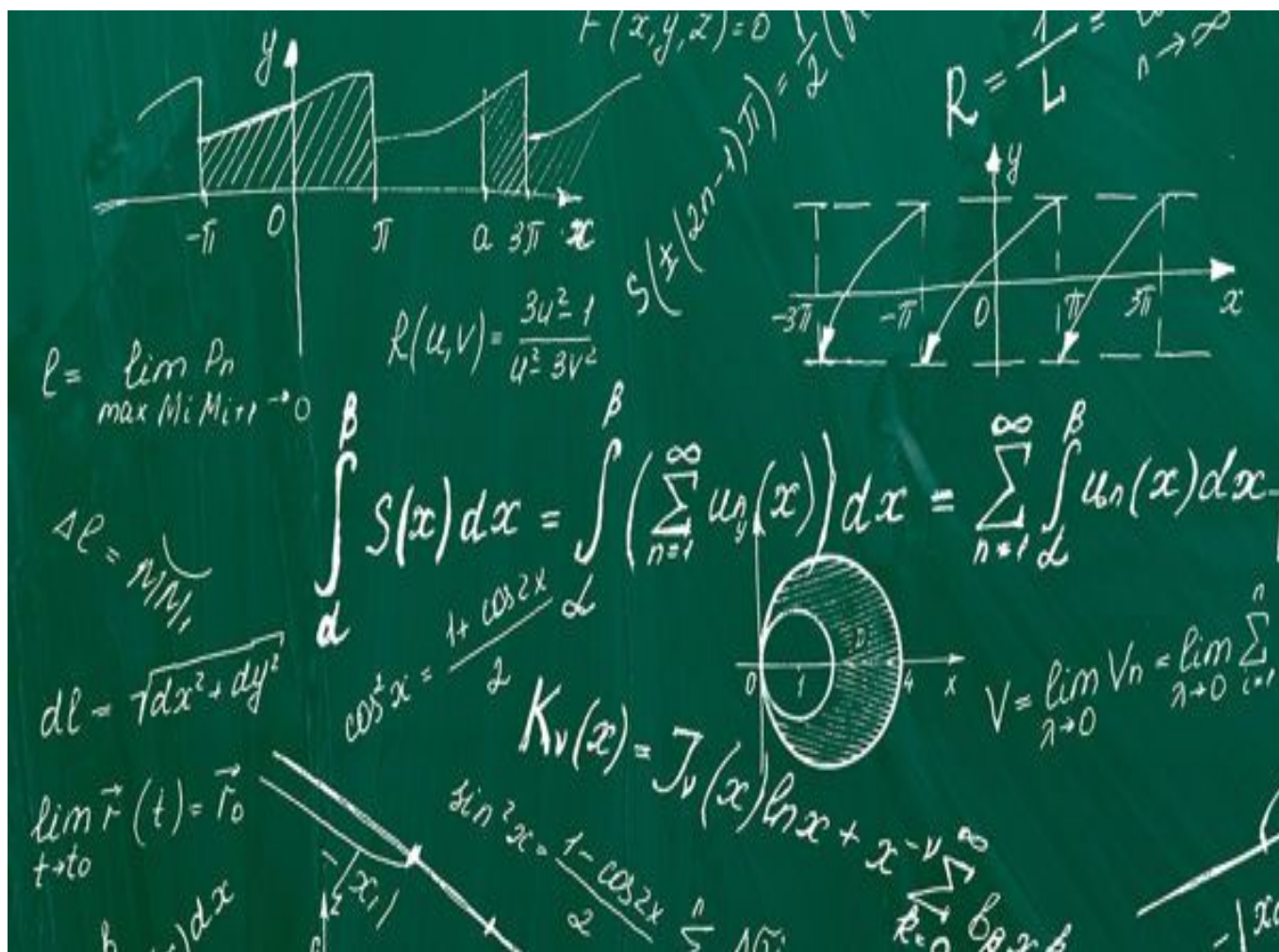
Questions on statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle

The papers contains short response, medium response and extended response questions

Web Link:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Statistics/2017/specification-and-sample-assessments/gcse-9-1-statistics-specification.pdf>

For more information please contact the Acting Head of Department, Mrs T. Winthe at therese.winthe@swale.at



GCSE ENGLISH LANGUAGE

Exam Board: AQA

Assessment information

Written examination makes up 100% of final grade. There are two exams.

- Written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE
- Written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE

Key Topics

Paper 1: Explorations in Creative Reading and Writing

- Section A: Reading • one literature fiction text
- Section B: Writing • descriptive or narrative writing

Paper 2: Writers' Viewpoints and Perspectives

- Section A: Reading • one non-fiction text and one literary non-fiction text
- Section B: Writing • writing to present a viewpoint

What is needed to study this course?

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This specification will ensure that students can read fluently and write effectively.

Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

Progression routes

English Language GCSE is a key requirement for a very large number of Post 16 courses and careers. More specifically it could lead to careers in:

- Journalism
- Publishing
- Teaching
- Advertising and Marketing
- Law
- Business and Finance

Web Link:

<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

If you have any questions please contact the Head of Department, Ms Stevens, on the following email address, tamara.stevens@swale.at



GCSE ENGLISH LITERATURE

Exam Board: AQA

Assessment information

Written examination makes up 100% of final grade. There are two exams.

- Written exam: 1 hour 45 minutes • 64 marks • 40% of GCSE
- Written exam: 2 hour 15 minutes • 96 marks • 60% of GCSE

Key Topics

Paper 1: Shakespeare and Post-1914 Literature (40% of the total GCSE)

- Section A - Shakespeare (Macbeth)
- Section B - Pre-1914 British play or novel (A Christmas Carol)

Paper 2: Modern texts and poetry (60% of the total GCSE)

- Section A - Modern texts (An Inspector Calls)
- Section B - Poetry (Power & Conflict)
- Section C - Unseen poetry

What is needed to study this course?

Students will study the whole text of one Shakespeare play and one 19th Century novel. They will also study the whole text of one post-1914 prose fiction/drama novel. Students will study one cluster of 15 poems taken from the AQA poetry anthology, Poems Past and Present, and be prepared to write about any of them in the examination. In preparing for the unseen poetry section of the examination students should experience a wide range of poetry in order to develop their ability to closely analyse unseen poems. They should be able to analyse and compare key features such as their content, theme, structure and use of language.

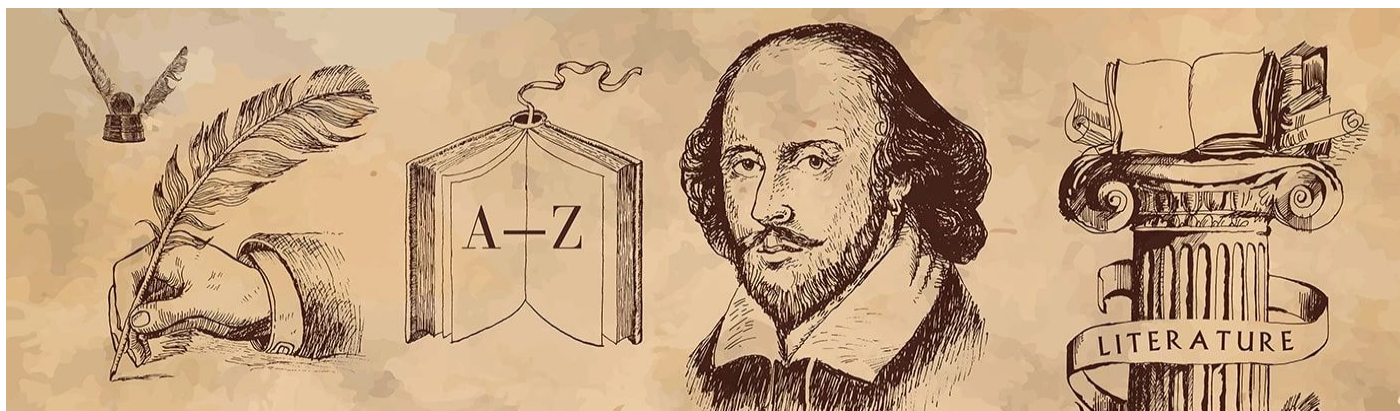
Progression routes

- Journalism
- Publishing
- Teaching
- Advertising and Marketing
- Law
- Business and Finance

Web Link:

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

If you have any questions please contact the Head of Department, Ms Stevens, on the following email address, tamara.stevens@swale.at



GCSE SCIENCE (Combined or Triple)

Exam Board: AQA

Assessment information

Examination makes up 100% of final grade. There are six exams in total (2 Biology, 2 Chemistry and 2 Physics) and practical work will be assessed in exam questions.

- Combined Science : Each exam is 1 hour 15 minutes • 70 marks
- Triple Science : Each exam is 1 hour 45 minutes • 100 marks

Triple science and Combined science courses differ in terms of volume of content.

Key Topics

- Biology
- Chemistry
- Physics
- Practical aspects of science

What is needed to study this course?

Science is a compulsory subject. Pupils will study combined science. Triple science can be taken as an option, however it will be decided by performance in year 9.

Progression routes

Science is a GCSE that gives you huge potential for future jobs. A good grade in science can lead to a number of different areas such as Science A Levels, Nursing, Medicine, Research, Pharmacology, Veterinary work, Psychology, Forensics, Police, Future technology, Engineering, etc. The options are almost limitless.

Web Link:

AQA Combined Science (Trilogy)

<https://www.aqa.org.uk/subjects/science/gcse/science-8464/specification>

AQA Biology

<https://www.aqa.org.uk/subjects/biology/gcse/biology-8461/specification>

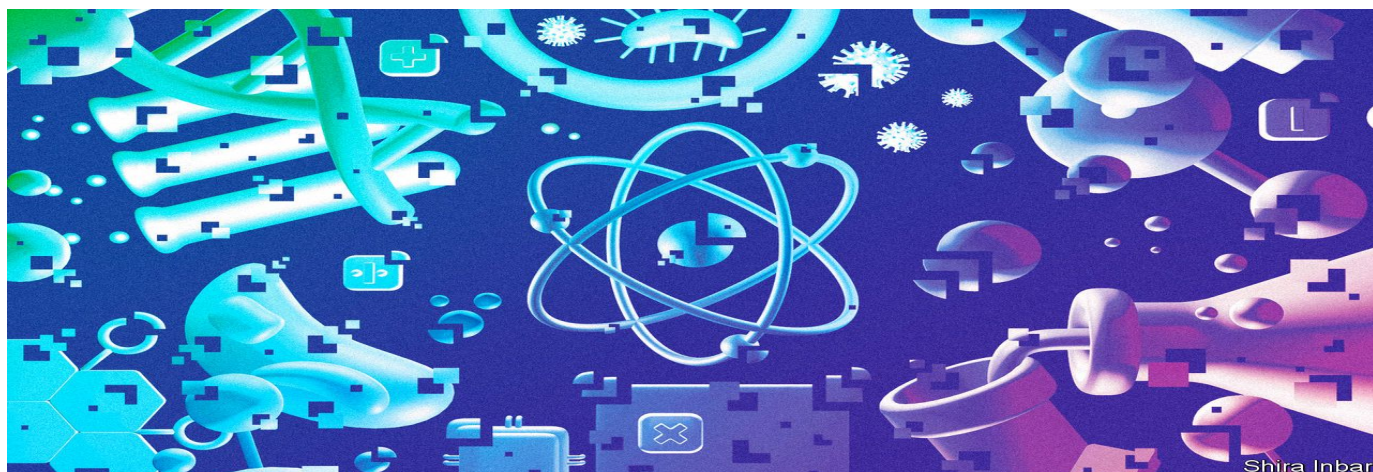
AQA Chemistry

<https://www.aqa.org.uk/subjects/chemistry/gcse/chemistry-8462/specification>

AQA Physics

<https://www.aqa.org.uk/subjects/physics/gcse/physics-8463/specification>

If you have any questions please contact the Head of Department, Clive Buchan, via email clive.buchan@swale.at



PHYSICAL EDUCATION

(CORE)

Assessment information

- All students study the PE core course as a non-examination subject.
- It is a continuation from Key Stage 3 PE but with a chance to follow a personalised route.

Key Topics

3 available routes:

1. Competitive
2. Health and Wellbeing
3. Recreational

What is needed to study this course?

This is a core subject that all pupils will follow. It is a practical course but with the opportunity for pupils to choose the route and type of PE lessons they enjoy most to maximise their progress. The competitive route will be mainly outside and games based. The Health and Wellbeing route is aimed at fostering pupils' enjoyment of sport at their own level and is mainly taught in the Sports Hall. The Recreational route allows pupils to develop in a less competitive environment, playing sport for the enjoyment and without the pressure.

Progression routes

Although this course is not examination based it will allow pupils to support their applications for a variety of courses at Key Stage 5. The individual pathway choice is vital particularly for any pupils wishing to continue their studies in Physical Education at college.

"Core PE has allowed me to choose the type of PE lessons I want and develop skills that I will use at college" Rachel Year 10.

If you have any questions please contact the Curriculum Lead, Ben Kingston, via email ben.kingston@swale.at



PSHE - Personal, Social, Health and Economic Education

(CORE)

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. PSHE education is a school curriculum subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work. PSHE education has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. For these reasons PSHE is a compulsory subject for all students which will consist of Relationships and Sex Education, Health Education, Citizenship as well as online and offline safety.

PSHE at The Turing School is taught in a variety of ways, including timetabled PSHE lessons, external speakers, assemblies, specific events including Diversity Week, National Careers Week and Mental Health Awareness week and intervention provision. KS4 students will receive one timetabled lesson a fortnight taught by timetabled teachers.

Our curriculum aims are to provide students with the following:

- A sound understanding of their role as a citizen now and in the future.
- The opportunity to consider wider societal and personal issues.
- The ability to develop critical thinking to make safe and informed decisions.

In line with government guidance, the Turing is committed to developing students' awareness in three key areas, including.

- Health & Wellbeing
- Relationships and sex education (RSE)
- Living in the wider world

Assessment is as central to effective teaching and learning in PSHE education as it is in any other subject. It is therefore important to understand the process of, and reasons for, assessing learning in PSHE. Assessment refers to gauging what has been learned and what still needs to be learned. It therefore differs from evaluation, which is about the process: how well activities worked, how useful resources were, how interesting students found the lesson, and so on.

The model of assessment that is most meaningful in PSHE education is ipsative assessment. Ipsative assessment compares where a student is at the end of a lesson or series of lessons against where they were before the lesson(s). So the benchmark against which progress is measured is the student's own starting point, not the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing any learning in PSHE education. Therefore, there are no formal accredited qualification grades in PSHE.

If you have any questions please contact the Curriculum Lead, Natalie Johnson, via email natalie.johnson@swale.at



RELIGIOUS EDUCATION

(CORE)

All students study Religious Education in Key Stage 4 as part of the statutory curriculum guidance. Students will follow the Short Course GCSE Religious Studies curriculum which has been developed to engage students in systematic enquiry into questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate varied responses to these questions, as well as develop responses of their own. Students will not be entered into accredited GCSE exams for core Religious Studies. Students wishing to take Religious Studies as a full GCSE and gain a qualification are invited to select it as an option.

In today's world it is important that students have mutual respect and understanding of the world around them and begin to understand what it means to be a human being. Students will use a range of sources of information and perspectives and have the opportunity to explore differing worldviews, ethical models, ideas, belief systems and the major world religions.

Students will be assessed using a variety of methods to demonstrate their knowledge and skills, these are not exclusive to but will include:

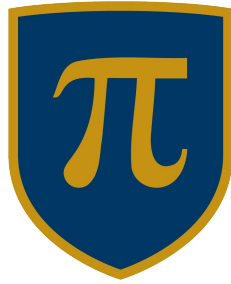
- Short recall activities at the beginning of every lesson
- Independent learning tasks
- Extended writing tasks
- Exam questions based assessments

Students will study the following topics in the RE curriculum which include some major ethical questions that their skills will be applied to answer such as the ethics behind animal testing, nuclear warfare, abortion and the death penalty:

- Christianity (compulsory study)
- Islam (comparative religion study)
- Theme A: Relationships and families
- Theme B: Religion, peace and conflict

If you have any questions please contact the Curriculum Lead, Cath Gearing, via email catherine.gearing@swale.at



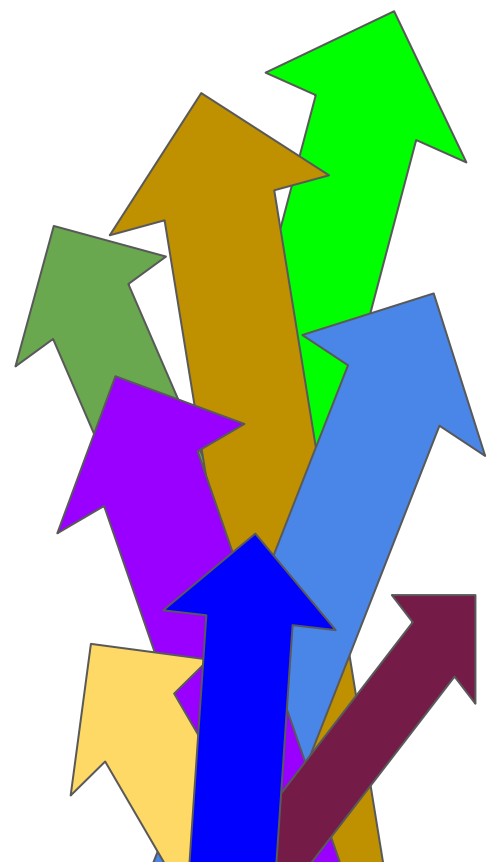


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AMBITION

Subjects

These subjects are used by colleges, universities and employers to judge student achievement, with the emphasis on a traditional academic curriculum



GCSE HISTORY

Exam Board: Edexcel/Pearson

Assessment information

Written examination makes up 100% of final grade. There are three exams.

- Paper 1 • Sources and Knowledge • 1 hour 20 minutes • 30% of GCSE
- Paper 2 • Knowledge • 1 hour 50 minutes • 40% of GCSE
- Paper 3 • Sources, Interpretations and Knowledge • 1 hour 30 minutes • 30% of GCSE

Key Topics

- Paper 1- Medicine in Britain 1250 - Present Day, and Injuries and Treatment in WWI.
- Paper 2- Superpowers and Cold war and Elizabeth I
- Paper 3- America at home & abroad 1954-1975 (Civil Rights and the Vietnam War)

What is needed to study this course?

Choosing History for your GCSEs is an exciting way to understand the world, but it requires specific skills and a high level of commitment. To succeed in this course, you will need to develop and show the following:

1. **Analytical Thinking:** You won't just read about the past; you will investigate it. You need to be able to look at historical evidence (sources) and decide how reliable they are and what they tell us about the time.
2. **Strong Memory and Knowledge:** The Edexcel course covers a lot of ground. You will need to memorise key dates, important people, and major events to build a solid foundation for your arguments.
3. **Writing Skills: There is a significant amount of writing in this subject.** You must be able to organise your thoughts into clear, structured essays. Success depends on your ability to explain complex ideas on paper.
4. **Curiosity and Perspective:** History is about more than just one story. You should be eager to explore different points of view and understand why people in the past acted the way they did.
5. **Commitment to Independent Study:** Because the course is demanding, **regular homework is mandatory.** Consistent study outside of the classroom is essential to keep up with the fast pace of the curriculum and to practice your exam techniques.

A reading age of 14+ is recommended.

Progression routes

History GCSE equips students with valuable transferable skills that are highly sought after by employers. These skills include critical thinking, analysis, research, communication, and problem-solving. Students learn to evaluate evidence, construct arguments, and present their findings in a clear and persuasive manner. These skills are essential for success in a wide range of careers, from law and journalism to business and politics. History also fosters an understanding of different cultures and perspectives, promoting empathy and tolerance, which are crucial for navigating an increasingly interconnected world.

'History is incredibly intriguing. Delving into the past helps us to understand the world today.' (Melissa and Jade)

Web Link:

- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

If you have any questions please contact the Curriculum Leader, Lily Davies (lily.davies@swale.at)

GCSE SPANISH

Exam Board: AQA

Assessment information

Examination makes up 100% of final grade.

- Students are expected to complete 4 exams: Listening, Reading, Speaking and Writing.
- Each exam is worth 25% of the final mark.
- Students must take all four question papers at the same tier (all Foundation or all Higher)
- Foundation Exam Grades (1-5) / Higher Exam Grades (4-9)

Listening Exam Paper (Paper 1):

- Written exam: 35 minutes (Foundation tier), 45 minutes (Higher tier)
- 40 marks (Foundation tier), 50 marks (Higher tier)

Speaking (Paper 2)

- Non-exam assessment (NEA).
- 7–9 minutes (Foundation tier) + 15 minutes' supervised preparation time
- 10–12 minutes (Higher tier) + 15 minutes' supervised preparation time
- 50 marks (for each of Foundation tier and Higher tier)

Reading Exam paper (Paper 3):

- Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)

Writing Exam Paper (Paper 4):

- Written exam: 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)
- 50 marks (for each of Foundation tier and Higher tier)

Key Topics

The course is divided into 3 main subject areas called Themes.

- Theme 1: People and lifestyle
- Theme 2: Popular culture
- Theme 3: Communication and the world around us

What is needed to study this course?

An interest and enthusiasm for the Spanish language and culture is vital, as well as a reasonable command of your own language. You must have studied Spanish all through Year 7, 8 and 9. Learning a language is a life skill and being successful at a GCSE in Spanish will require your commitment. You will not only learn a language, but through lessons and compulsory independent study, will also learn about the Spanish culture and lifestyle.

Progression routes

You could move on to study A Level Spanish or even study Spanish at university. Languages are considered a very good skill whether moving into further education or work. Furthermore, many businesses look favourably on applicants with modern foreign language skills. Our world today consists of huge international links and therefore any language knowledge is incredibly valuable.

Possible Career Paths

Translator, Interpreter, Teacher, Travel and Tourism, Intelligent services, Logistics, Cyber Security, Solicitors, Cabin Crew, Travel Agent, Civil Servants and many more.

Learning Spanish will help you get where you want to go: university, work, travel and much more!

Web Link:

<https://filestore.aqa.org.uk/resources/spanish/specifications/AQA-8692-SP-2024.PDF>

If you have any questions please contact the Head of Department, Eva Marcos, via email eva.marcos@swale.at



GCSE TRIPLE SCIENCE

Exam Board: OCR

Assessment information

Examination makes up 100% of final grade. There are six exams in total (2 Biology, 2 Chemistry and 2 Physics) and practical work will be assessed in exam questions.

- Paper 1: 1 hour 45 minutes • 90 marks
- Paper 2: 1 hour 45 minutes • 90 marks
- Paper 3: 1 hour 45 minutes • 90 marks
- Paper 4: 1 hour 45 minutes • 90 marks
- Paper 5: 1 hour 45 minutes • 90 marks
- Paper 6: 1 hour 45 minutes • 90 marks

Key Topics

- Biology
- Chemistry
- Physics
- Practical aspects of science

What is needed to study this course?

Science is a compulsory subject. Pupils opting to study Triple Science must be passionate and interested in the subject.

Progression routes

Science is a GCSE that gives you huge potential for future jobs. A good grade in science can lead to a number of different areas such as Science A Levels, Nursing, Medicine, Research, Pharmacology, Veterinary work, Psychology, Forensics, Police, Future technology, Engineering, etc. The options are almost limitless.

Web Link:

OCR Gateway Biology -

<http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-biology-a-j247-from-2016/>

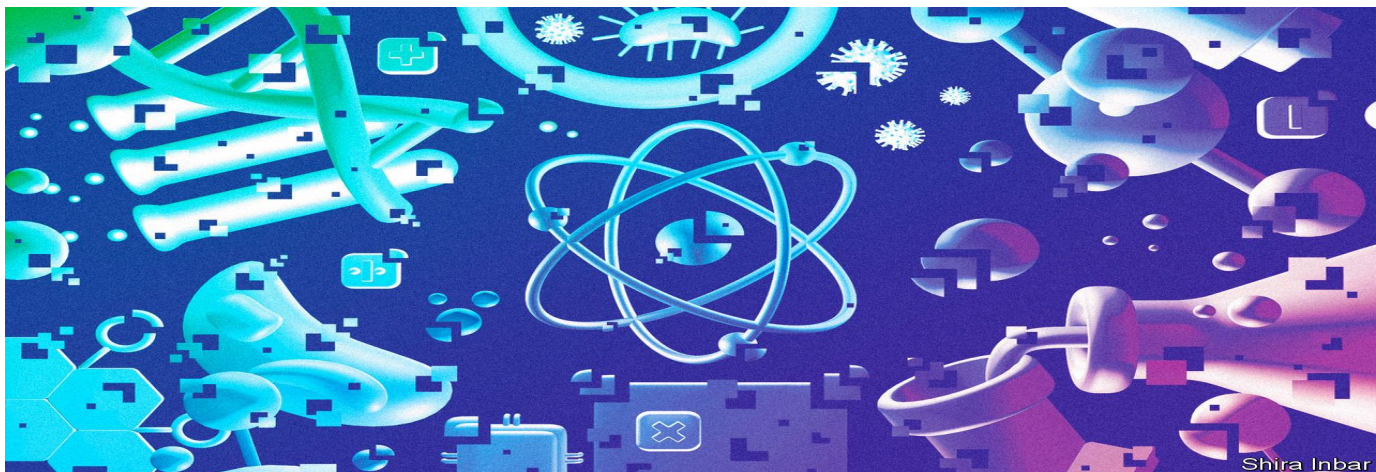
OCR Gateway Chemistry -

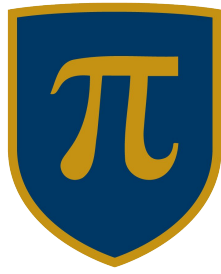
<http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-chemistry-a-j248-from-2016/>

OCR Gateway Physics -

<http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-physics-a-j249-from-2016/>

If you have any questions please contact the Head of Department, Clive Buchan, via email clive.buchan@swale.at

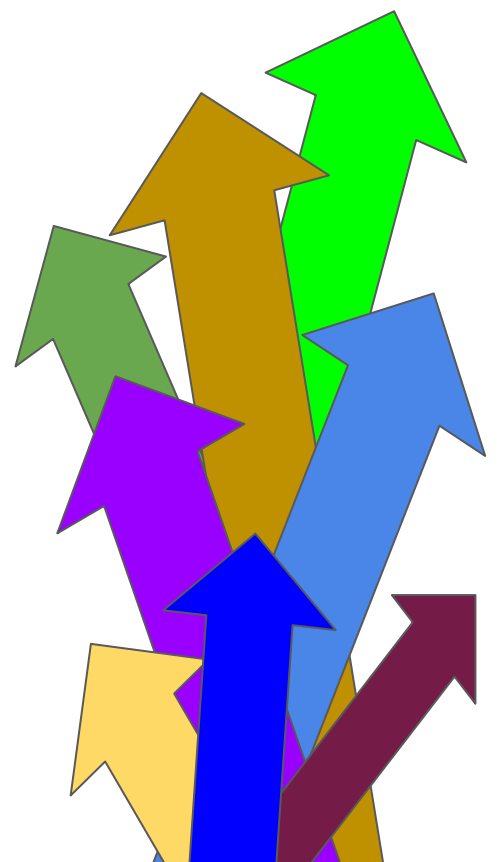




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Option Subjects

Students to pick 2 subjects from this section



GCSE ART AND DESIGN

Exam Board: WJEC

You may only choose this OR Textiles OR Graphics option of this, not both.

Assessment information

The Art & Design GCSE consists of 2 units.

- Unit 1 Portfolio • 17 months of course time • 60% of final grade
- Unit 2 Externally Set Assignment • 3 and a half months of course time • 40% of final grade
- 10 hour exam to conclude

Students are marked on the following

- Assessment Objective 1 - Research into artists, designers, cultures and other sources
- Assessment Objective 2 - Use of different materials and techniques
- Assessment Objective 3 - Gathering observations by photographing, drawing and writing
- Assessment Objective 4 - Creating a final outcome that ties together the skills learned, the artists researched, and the observations gathered into a personal final outcome

Key Topics

- Unit 1 Portfolio (60%)
- Unit 2 Externally Set Assignment (40%)

What is needed to study this course?

An interest in Art, Design or Creativity. This course includes an introduction to a wide range of media and materials, be prepared to try lots of new things. You will need to commit to completing one hour of homework per week, due to the time consuming nature of art this will be essential. Those opting for the course will need to understand that there is an aspect of writing involved when researching and analysing artists.

Progression routes

Art & Design can lead to many other creative subjects including photography, fashion design, make up, illustration, professional artist, Illustrator, Photographer, Animator, Graphic designer, Curator, Printmaker, Art teacher/university lecturer and any subject that has aspects of creativity. After secondary school, students will be able to move on to: Level 1 or 2 Diploma in Art and Design, Level 3 Diploma in Art & Design, Art Design and Media, Floristry, Make up, Dinner Party Desserts, A Level Art & Design, Photography, Graphics, Textiles. or any other available creative subjects.

Web Link:

<http://www.wjec.co.uk/qualifications/art-and-design/r-art-and-design-gcse-from-2016/>

If you have any questions please contact the Curriculum Lead - Art, Mrs Castano, on the following email address, anne.castano@swale.at



GCSE GRAPHIC DESIGN

Course board: WJEC

You may only choose this OR the Art OR Textiles option of this, not both.

Assessment information

The Graphic Design GCSE consists of 2 units.

- Unit 1 Portfolio • 17 months of course time • 60% of final grade
- Unit 2 Externally Set Assignment • 3 and a half months of course time • 40% of final grade
- 10 hour exam to conclude

Students are marked on the following

- Assessment Objective 1 - Research into artists, designers, cultures and other sources
- Assessment Objective 2 - Use of different materials and techniques
- Assessment Objective 3 - Gathering observations by photographing, drawing and writing
- Assessment Objective 4 - Creating a final outcome that ties together the skills learned, the artists researched, and the observations gathered into a personal final outcome

Areas of Study

- Unit 1 Portfolio (60%)
- Unit 2 Externally Set Assignment (40%)

What is needed to study this course?

This course places a strong emphasis on practical learning by exploring the techniques and materials used in the advertising, branding, and packaging that we encounter every day. You'll develop a range of skills, including both freehand and computer-aided design drawing, a variety of printing techniques, the art of logo design, and an understanding of colour theory. You'll also participate in industry-based activities that reflect real-world practices. In Year 10, the focus will be on building a solid foundation of these essential skills. Then, in Year 11, you'll apply this knowledge to develop and complete independent design projects tailored to your individual interests and strengths.

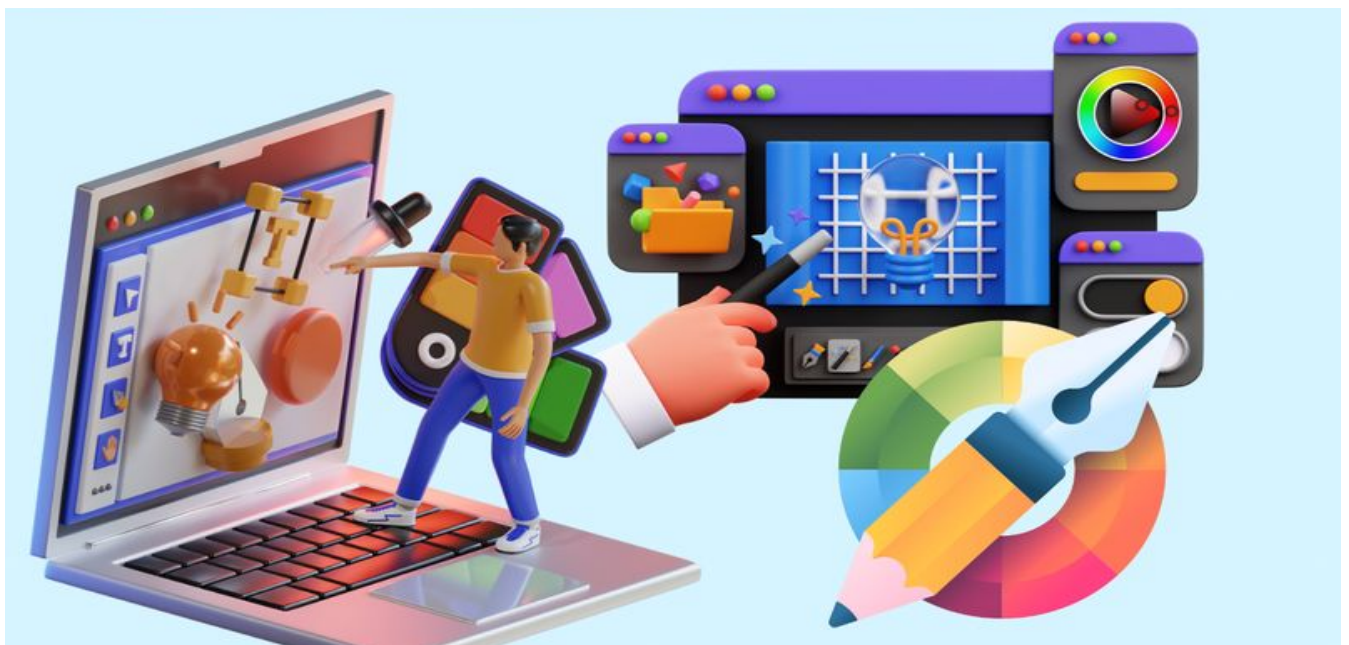
Progression routes

A GCSE in Graphic Design can be used as a building block to a career in many creative industries. You could proceed to and A Level or vocational Graphic design course, which in turn could lead to a higher level apprenticeship or a degree level course in Graphic Design, Advertising or Marketing.

Web Link

https://www.wjec.co.uk/qualifications/art-and-design-gcse/#tab_keydocuments

Please contact me via email with any questions chris.saltmarsh@swale.at



GCSE PHOTOGRAPHY

Exam Board: WJEC

Assessment information

The Photography GCSE consists of 2 units.

- Unit 1 Portfolio • 17 months of course time • 60% of final grade
- Unit 2 Externally Set Assignment • 3 and a half months of course time • 40% of final grade
- 10 hour exam to conclude

Students are marked on the following

- Assessment Objective 1 - Research into artists, designers, cultures and other sources
- Assessment Objective 2 - Use of different materials and techniques
- Assessment Objective 3 - Gathering observations by photographing, drawing and writing
- Assessment Objective 4 - Creating a final outcome that ties together the skills learned, the artists researched, and the observations gathered into a personal final outcome

Key Topics

- Unit 1 Portfolio (60%)
- Unit 2 Externally Set Assignment (40%)

What is needed to study this course?

An interest in photography and creativity. This title is defined as the practice of creating durable static or moving images by recording light with light-sensitive materials such as photographic film or digitally by means of an image sensor.

Students undertaking the photography title are required to explore.

- Documentary photography
- Photo journalism
- Studio photography
- Location photography
- Experimental imagery
- Installation
- Moving image: film, video and animation.

Work is not limited to one area of study. You will need to commit to completing one hour of homework per week, this will be essential. Those opting for the course will need to understand that there is an aspect of writing involved when researching and analysing artists.

Progression routes

Photography is a way into many other creative subjects including, Advertising art director, Film/video editor, Graphic designer, Magazine features editor, Medical illustrator, Photographer, Press photographer, Television camera operator. and any other subject that has aspects of creativity. After secondary school, students will be able to move on to: Level 1 or 2 Diploma in Photography or any other art subject, Level 3 Diploma in Art & Design, Art Design and Media, Floristry, Make up, Dinner Party Desserts, A Level Art & Design, Photography, Graphics, Textiles.

Web Link:

<http://www.wjec.co.uk/qualifications/art-and-design/r-art-and-design-gcse-from-2016/>

If you have any questions please contact the Curriculum Lead - Art, Mrs Castano, on the following email address, anne.castano@swale.at



GCSE ASTRONOMY

Exam Board: EdExcel

Assessment information

2 External exams - 1 hour 45 mins each

Theme 1: Naked-eye Astronomy

- Topic 1 – Planet Earth
- Topic 2 – The lunar disc
- Topic 3 – The Earth-Moon-Sun system
- Topic 4 – Time and the Earth-Moon-Sun cycles
- Topic 5 – Solar System observation
- Topic 6 – Celestial observation
- Topic 7 – Early models of the Solar System
- Topic 8 – Planetary motion and gravity

Theme 2 : Telescopic Astronomy

- Topic 9 – Exploring the Moon
- Topic 10 – Solar astronomy
- Topic 11 – Exploring the Solar System
- Topic 12 – Formation of planetary systems
- Topic 13 – Exploring starlight
- Topic 14 – Stellar evolution
- Topic 15 – Our place in the Galaxy
- Topic 16 – Cosmology

What is needed to study this course?

An interest in Space and wanting to work out why what happens in our solar system and beyond. This course includes observational work (you won't be required to purchase a telescope). You will need to commit to completing one hour of homework per week, some of which will be observational work which we can't complete during normal school hours. There are also elements of Maths and Physics involved with the course as well.

Progression routes

Astronomy can lead to and help support A Levels in Physics, Mathematics, and Further Mathematics, as well as being a foundation for University Courses such as Planetary Science or Astrophysics. It is also a good starting point for different careers, such as Aerospace Engineering, Data Science or Satellite Engineer.

Web Link:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/astronomy-2017.html>

If you have any questions please contact Mr Rutherford-West, on the following email address, matthew.rutherfordwest@swale.at



GCSE BUSINESS

Exam Board : Pearson Edexcel

Assessment

2 External exams - 1 hour 45 mins

Theme 1: Investigating small business

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Theme 2: Building a business

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

There are no prior learning or other requirements for this qualification.

This qualification in business will:

- enable students to understand more about the business world
- motivate and challenge students, and prepare them to make informed decisions about further study and career pathways.

Progression routes

Jobs in finance, project management, HR, Marketing.

If you have any questions please contact Miss Collis, on the following email address, jen.collis@swale.at



NCFE Level 1/2 Technical Award in Child Development and Care in Early Years.

Exam board - NCFE / Vcert

Assessment information

This course is made up of two assessments: -

1. Non exam assessment (NEA) - weighting 50% of overall total mark - this coursework/ synoptic project is set by the exam board and is completed within school time under assessment conditions, It is marked by the school and externally moderated by the exam board. You are given 14 hours to complete this task plus 2 hours preparation and research time.
2. A written exam - weighing 50% of the overall total mark - this exam lasts 1 hour 30 minutes and is sat in the May/June exam season of Year 11. It is externally set and externally marked. This exam comprises a mixture of multiple choice, short answer and extended response questions. It will be marked out of 80 marks.

The course - what will you learn?

Through year 10 and the beginning of year 11 you will cover 9 different components where you will learn about different aspects of child development.

These units are:-

1. Child Development
2. Factors that influence the child's development
3. Care routines, play and activities to support the child
4. Early years provision
5. Legislation, policies and procedures in early years
6. Expectations of the early years practitioner
7. Roles and responsibilities within early years settings
8. The Importance of observation in early years childcare
9. Planning in early years childcare

Why study Child Development?

This course would be suited to you if you are looking for a career in Childcare or teaching, or you want to go on and work in social and or health care.

If you have any questions please contact Claire Holden, via email claire.holden@swale.at



GCSE RELIGIOUS STUDIES

(Full GCSE Option AQA A 8062)

Assessment information

All students study Religious Education in Key Stage 4 as part of the statutory curriculum guidance under). A full GCSE Religious Studies curriculum has now been developed to engage students in systematic enquiry into questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate varied responses to these questions, as well as develop responses of their own.

In today's world it is important that students have mutual respect and understanding of the world around them and begin to understand what it means to be a human being. Students will use a range of sources of information and perspectives and have the opportunity to explore differing worldviews, ethical models, ideas, belief systems and the major world religions.

Students will be assessed using a variety of methods to demonstrate their knowledge and skills, these are not exclusive to but will include:

- Short recall activities at the beginning of every lesson
- Independent learning tasks
- Extended writing tasks
- Exam based assessments

Students will study the following topics in the RE curriculum which include some major ethical questions that their skills will be applied to answer such as the ethics behind animal testing, nuclear warfare, abortion and the death penalty:

- Theme B: Religion, peace and conflict
- Christianity (compulsory study)
- Theme A: Relationships and families
- Theme D: Religion and life
- Islam (comparative religion study)
- Theme E: Religion, crime and punishment

If you have any questions please contact the Curriculum Lead, Cath Gearing, via email catherine.gearing@swale.at



GCSE COMPUTER SCIENCE

Exam Board: EDEXCEL

Assessment information

Written examination makes up 100% of final grade.

- Principles of Computer Science - 1 hour 30 minutes, 50% of GCSE Grade completed by traditional exam
- Application of Computer Science - 2 hours, 50% of GCSE Grade completed on computer

Key Topics

- Computer Systems
- Computational Thinking
- Algorithms
- Programming

What is needed to study this course?

Due to the nature of the course, students should be keen to acquire and apply creative and technical skills to real life situations. Throughout the course, students will need to demonstrate creativity, innovation, logical and critical thinking skills. Mathematical skills will also be required to analyse problems including designing, writing and debugging programs. Students will be completing a programming exam (Application of Computer Science) in which students will be given scenarios and code files to update / edit / complete, which requires levels of independence and problem solving.

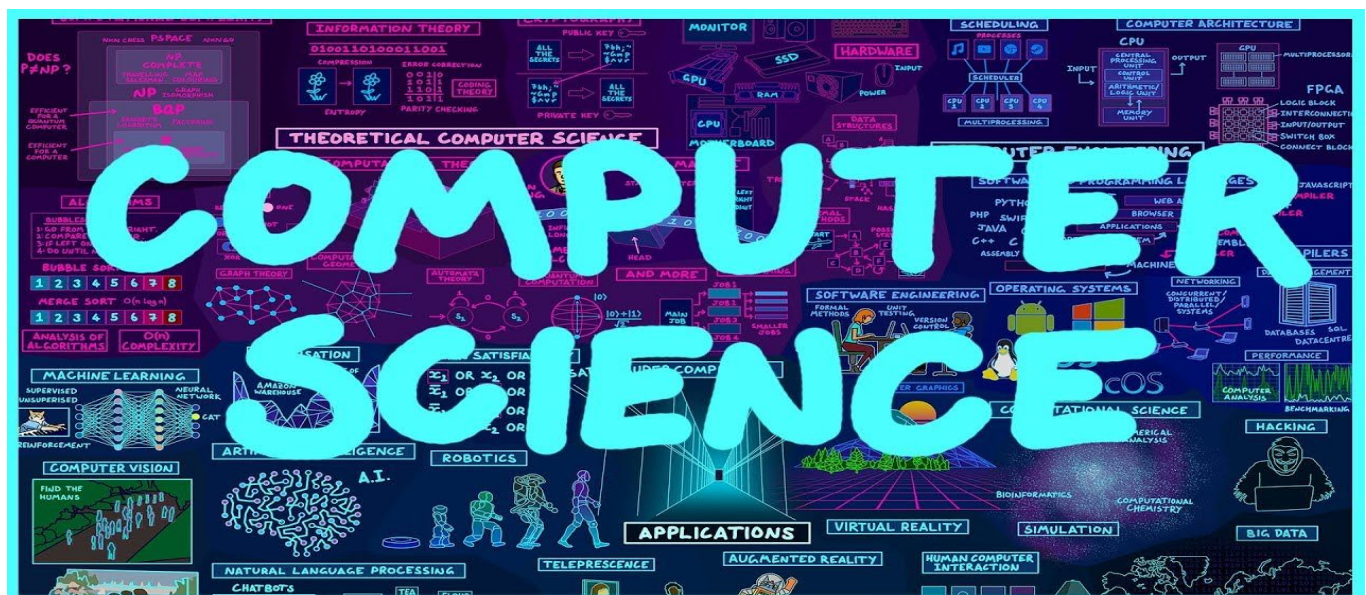
Progression routes

These skills will be the best preparation for students who want to go on to study Computer Science at A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills. We have students every year moving into Further Education to study A Level Computer Science as well as having students go on to University to study Computer Science

Web Link:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/computer-science-2020.html>

If you would like more information, please contact the Computer Science Lead, Mr Rutherford-West matthew.rutherfordwest@swale.at



GCSE DANCE

Qualification Type: GCSE
Exam Board: AQA

Web Link:

<https://www.aqa.org.uk/subjects/dance/gcse/dance-8236>

Assessment information

Component 1: Performance and Choreography (60% of final grade) Non-Exam Assessment

- Practical assessment - Set phrases through a solo performance
- Practical assessment- Duet/trio performance
- Practical assessment- Solo or group choreography
-

Component 2: Dance appreciation (40% of final grade.) Written examination 1 hour and 30 minutes

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

What is needed to study this course?

To study GCSE Dance, you must have a strong interest in performance and choreography, As a core component of the course requires you to work in small groups, reliability and excellent attendance are essential for successful group work. You will need to be creative and imaginative as you choreograph your own dance in response to an externally set stimulus. You must be committed, willing to attend after-school and lunchtime rehearsals, and confident in performing in front of others. While previous experience is an advantage, a dedicated passion for learning is the most important requirement.

Progression routes :

A level Dance (Level 3)

BTEC Dance/ Performing Arts (Level 3)

Technical Theatre and Production Arts (Level 3)

This course is also a good foundation for a degree in Dance, Theatre Studies, Performings Arts, or Theatre Production.

Career Pathways: Fitness Instructor with a focus on Pilates, Yoga and group exercise to Music. Performer, Dance Movement Therapist , Dance Teacher, Theatre Production, Arts Administration or Physiotherapy.

For more information please contact Miss Da Silva (sofia.dasilva@swale.at)



GCSE DRAMA

Exam Board: Edexcel

Assessment information

Component 1: Devising Theatre (40% of the qualification):

Internally assessed, externally moderated

- You will be assessed on either acting or design
- You create/perform a 10-15 minute performance and 2000 word portfolio

Component 2: Performance from Text (20% of qualification)

Externally assessed by a visiting examiner

- You will be assessed on either acting or design
- You perform two extracts from the same performance text

Component 3: Theatre Makers in Practice (40% of qualification):

Written exam 1 hour 45 minutes.

Section A: A series of questions on one set text, involving practical exploration and study.

Section B: Live Theatre Review. Two questions requiring analysis and evaluation of a live theatre production seen during the course.

What is needed to study this course?

You need to have an interest in drama both practically and analytically. The course requires a balance of written skills and practical drama. You need to be a reliable student with good attendance, as group work is essential. Therefore, you will also be required to demonstrate the skills needed to work as part of a team and with a variety of peers. You must be able to commit to staying after school to rehearse and develop your work in preparation for performances in front of a live audience. You must be confident in performing in front of an audience or be willing to develop this.

Progression routes

Whilst GCSE Drama is a necessity for individuals seeking a career in Performing Arts, it is not just for those who are seeking to perform. This subject option develops essential transferable skills such as self-confidence, the ability to communicate with others and to present yourself effectively. GCSE Drama is ideal preparation for A-level Drama and Theatre and for vocational diplomas in Performing Arts. Many employers look specifically for expertise in this area, the soft transferable skills (such as creativity, diversity and cultural intelligence) are an integral part of any job in your future.

Web Link:

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html>

If you have any questions please contact the Curriculum lead - Drama, Jon Robbins, via email jon.robbins@swale.at



GCSE FOOD PREPARATION AND NUTRITION

Exam Board: AQA

Assessment information

Written examination makes up 50% of final grade and 50% non-examination assessment

- Written exam: 1 hour 45 minutes • Multiple choice questions and extended answer questions

Non-Exam Assessment

- 15% Food Investigation
- 35% Food Preparation Assessment • 20 hours

Key Topics

- **Food investigation** - Students write a report on their understanding of the scientific principles that underpin the preparation and cooking of food. The 10-hour investigation topic will be confirmed at the beginning of the academic Year in which it is submitted.
- **Food preparation assessment**- Students will plan, prepare, cook and present a three course menu within 3 hours. In preparation for this students will produce a concise portfolio that:
Demonstrates their application of technical skills and their practical outcomes;
Explains how they planned and carried out the preparation, cooking and presentation

Three final dishes;

Includes an evaluation of cost, and the sensory properties and nutritional characteristics of each dish.

What is needed to study this course?

A strong interest in food is a must as well as the ability to cook. You will also need to provide all your own ingredients throughout the course. You will need the ability to work independently and be able to meet the deadlines which are set throughout the course in order to stay on top of the tasks which are given to you.

Progression routes

This course, allows further study at A Level, access to an apprenticeship or employment in the catering or food industries.

- Advanced GCE in Design and Technology: Food Technology
- Advanced GCE in Home Economics (Food, Nutrition and Health)
- Diploma in Advanced Professional Cookery (Preparation and Cooking)
- Certificate in Hospitality and Catering Principles
- Professional Cookery Studies It may also be useful to those studying qualifications in the following sectors – Catering, Hospitality, Food Technology.

“A lot of written work to do but it is worth it”. Matt

“I never knew how much Science there was in food!”. Kathryn

Web Link:

<https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

If you have any questions please contact the Curriculum Lead, Liz Turton, via email liz.turton@swale.at



GCSE MEDIA STUDIES/GCSE FILM STUDIES

Exam Board: AQA/EDUQAS

Assessment information

Written examination makes up 70% of overall grade in both qualifications.

- Paper 1 - 90 mins (35% of overall grade)
- Paper 2 - 90 mins (35%)

Non-Exam Assessment

Non-Exam Assessment makes up 30% of overall grade in both qualifications.

Students create a media/film product in response to a brief set by AQA.

Students will submit:

- A media/film product
- An evaluation of their practical product

Key Topics

GCSE MEDIA STUDIES	GCSE FILM STUDIES
<p>Students are required to study media products from all of the following media forms:</p> <ul style="list-style-type: none">• television• film• radio• newspapers• magazines• advertising and marketing• online, social and participatory media• video games• music video	<p>Students study a range of cinema from across the world and from a range of different time periods:</p> <ul style="list-style-type: none">• Mainstream Hollywood Cinema• Independent US Cinema• British Cinema• Global English Language Cinema• Global Non-English Language Cinema

Progression routes

During the GCSE Media/Film course you'll develop and practise a range of skills which will equip you for progression to A Level study. They will also help you hugely in other areas such as English, Humanities and Social Sciences.

Looking further ahead, over one hundred universities offer courses in Media, Communications and Cultural Studies in the UK. An A Level qualification in Media/Film Studies, informed by study at GCSE level, helps you to move towards these courses, as well as to those in a range of other areas.

If you are interested in the idea of a career in TV and film production, advertising, journalism, interactive media, and digital marketing, technical production, special effects, web design and post-production, then studying Media/Film at GCSE level is a great place to start.

A decision will be made regarding whether students study GCSE Media or Film Studies based on the take-up of the subject and in discussion with those students who have opted for it.

Web Link:

<https://www.aqa.org.uk/subjects/media-studies/gcse/media-studies-8572/specification>

[https://www.eduqas.co.uk/qualifications/film-studies-gcse/#tab overview](https://www.eduqas.co.uk/qualifications/film-studies-gcse/#tab%20overview)

If you have any questions please contact Mr Martin, via email neil.martin@swale.at



GCSE SOCIOLOGY

Exam Board: AQA

Assessment information

- **Paper 1:** The sociology of families and education. Written exam: 1 hour 45 minutes (100 marks) 50% of GCSE
- **Paper 2:** The sociology of crime and deviance and social stratification. Written exam: 1 hour 45 minutes (100 marks) 50% of GCSE

Both papers have the same structure

- Section A has two multiple choice questions followed by a range of short and extended responses.
- Section B has two multiple choice questions followed by a range of short and extended responses.

Key Topics

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.

- The sociology of families
- The sociology of education
- Relevant areas of social theory and methodology
- The sociology of crime and deviance
- The sociology of social stratification
- Relevant areas of social theory and methodology

What is needed to study this course?

Successful sociology students need **strong analytical and critical thinking skills**. They must be able to gather information from various sources, evaluate different research methods, and analyse data presented in different formats. They should use this knowledge to explore and debate current social issues, comparing and contrasting them using sociological theories. They need to be able to form reasoned arguments and draw well-supported conclusions, while also understanding how different areas of sociology connect. The content is very similar to the A-level Sociology course. A reading age of 15+ is recommended.

Progression routes

Students who excel in GCSE Sociology can pursue a variety of academic and professional paths. A natural progression is to A-Level Sociology, which deepens their understanding of social structures, theories, and research methods.

This can lead to university degrees in Sociology, Social Work, Criminology, Law, Politics, or related fields. Alternatively, the critical thinking, research, and communication skills developed in GCSE Sociology are valuable assets in numerous careers, including journalism, teaching, social policy, marketing, and human resources.

Web Link:

<https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192/specification>

If you have any questions please contact Lily Davies, via email lily.davies@swale.at



MUSIC - Btec Level 2 Tech Award in Music Practice

Exam Board: Pearson

Assessment information

Components 1 and 2 are assessed through non-exam internal assessment. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. Component 3 is an external assessment. Task set and marked by Pearson completed under supervised conditions.

Coursework

- Component 1: Exploring Music Products and Styles - 60 marks.
- Component 2: Music Skills Development - 60 marks
- Component 3: Responding to a Music Brief - 60 marks



Key Topics

- Component 1 - In this component, you will develop your understanding of different types of music products and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the creation, production and performance of music. You will also practically explore the key features of different styles of music and music theory and apply your knowledge and understanding to developing your own creative work.
- Component 2 - Developing musical skills and techniques will enable you to consider your aptitude and enjoyment for music, helping you to make informed decisions about what you will study in the future. This component will help you to progress to Level 3 qualifications in music or music technology, which look at skills and techniques in more detail. Alternatively, you may want to progress to other Level 3 vocational or academic subject areas. This component will support your development of transferable skills which will support your advancement in education and employment.
- Component 3 - You will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques you will then develop and refine musical material before presenting your final response. You will develop and present an original creation based on a piece from a given list and a style from a choice of four. You will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project. You will also consider how your skills and interests make you suitable for the specific music sector opportunity.

What is needed to study this course?

Playing an instrument is an advantage, but a willingness and passion to learn is far more important.

Start taking instrumental lessons in Year 9 and get involved in what extra curricular activities are available. If instrumental lessons are not for you, speak to your music teacher about loaning an instrument and get practising at home. Remember that no one ever stops learning when playing an instrument, even the professionals still practice. In your spare time listen to different styles of music and familiarise yourself with different instruments and musical vocabulary. As long as you are passionate and hardworking, the rest takes care of itself.

Progression routes

During the course, students can see whether the industry is one they want to be in, where they could go, and gain the knowledge and skills they need to succeed in their next steps. After completing the course, students can continue on to further vocational and academic study at level 2 and level 3, as well as apprenticeships and traineeships.

More specifically it could lead to careers in: Music Industry, Performing Arts, Teaching Music, Studio Technique, Sound Engineering, Event Organiser, Live Events Promoter, Musical Law.

If you have any questions please contact the Curriculum Lead Mr Thompson, on the following email address, john.thompson@swale.at

NCFE Level 1/2 Technical Award in Health and Fitness (PE)

Equivalent to GCSE

Course Content

This qualification will show students the benefits of fitness, the main components used to measure an individual's level of physical fitness, how to use the principles of training in a fitness programme, how to prepare, plan and develop a personal health and fitness programme and how a healthy balanced diet affects lifestyles. Students will learn about the functions of the main body systems, how to use different training techniques and methods and the importance of diet and nutrition. They will develop skills by preparing and planning a health and fitness plan, by carrying out fitness tests and evaluating health and fitness plans. The skills that they develop in literacy, numeracy and ICT are essential for the modern workplace along with teamwork; presentation skills; independent working; working to deadlines and efficient use of resources.

Course Structure

The course is set across eight content areas. Each content area is explained below and all link to both the exam assessment (40%) and the Controlled Assessment (60%). Combined these two assessments that cover all eight content areas equal to the students outcome in the summer of Year 11. This is a two-year course and all content is covered in theory (IT rooms) and practical lessons.

Learners study: The structure and function of body systems. The effects of health and fitness activities on the body. Health and fitness and the components of fitness. The principles of training. The impact of lifestyle on health and fitness. Testing and developing components of fitness. Health and fitness analysis and setting goals. Planning, developing and taking part in a health and fitness programme and understanding how to prepare safely.

Homework

Homework will be based on student's needs and will vary from GCSEPod, reading, research and completion of set tasks in our online workbooks.

Assessment

Exam Board: NCFE

Exam: 40%

Controlled Assessment: 60%

Course Progression

This course allows students to study A level, National Diploma and Level 3 certificates as well as a variety of apprenticeships.

Possible Careers

PE teacher, Sports analysis, Sports coach, Personal trainer, Sports Therapy and many more

If you have any questions please contact the Head of Department, Ben Kingston, via email ben.kingston@swale.at



GCSE DESIGN AND TECHNOLOGY

Exam Board: AQA

Assessment information

This course will have an exam (50%) lasting 2 hours and a further (50%) submitted by an Internally assessed Non Exam Assessment NEA.

Those opting for the course will need to understand that there is a heavy theoretical content to the course, so although there is a practical element to the course, there is a requirement for classroom based study.

Key Topics

1. Core Technical Principles including new and emerging technologies
2. Specialist Technical Principles, the selection of materials and components
3. Designing and Making Principles, how prototypes meet the demands of customers

Aim of this qualification

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Our GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

You will need to work independently on most tasks.

There are no specific prior skills/knowledge a learner must have for this qualification..

Progression routes

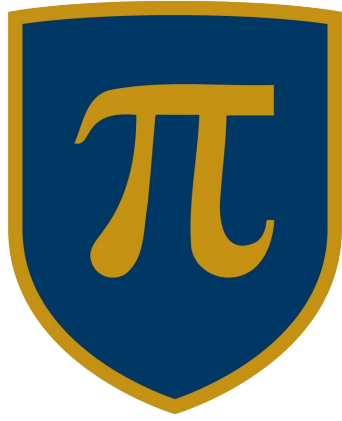
GCSE D&T opens the door to a wide range of careers in the creative, engineering and manufacturing industries. It is also excellent preparation for careers in many other fields e.g. medicine, law, computer science, Sound engineer, Graphic designers, Industrial designer, Video game developer, Mechanical engineer, Interior designer, Web developer, Arts director.

Web link:

<https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552/introduction>

If you have any questions please contact the Curriculum Lead Liz Turton, via email liz.turton@swale.at





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